DOCUMENT RESUME

ED 199 883 EA 013 384

TITLE	School Climate Assessment Programs. Technical Assistance Bulletin 38.
INSTITUTION	National School Resource Network, Washington, D.C.
SPONS AGENCY	Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE	[80]
GRANT	79JS-AX-0019
NOTE	29p.
AVAILABLE FROM	National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Change Strategies; Check Lists; *Educational Environment; Elementary Secondary Education; *Evaluation Methods; *Needs Assessment; Program Descriptions; Questionnaires; *Resource Materials; *Technical Assistance

ABSTRACT

Numerous studies indicate that climate, the prevailing "feeling" of the environment, not only contributes to behavioral and situational outcomes, but that climate can be changed to help bring about the behaviors and outcomes desired. Researchers have identified characteristics of positive school climates and ways of determining the presence or absence of such climate enhancers in the school environment. This bulletin explores ways of assessing school climate. Seven source documents are included that provide examples of school climate assessment instruments and strategies for change. (Author/MLF)

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ED199883

National School Resource Network

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Technical Assistance Bulletin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SCHOOL CLIMATE ASSESSMENT PROGRAMS

SUMMARY

The climate of a school is the prevailing "feeling" or "personality" of the environment as influenced by human interaction, physical surroundings, organizational structures, and events. Numerous studies indicate that climate not only contributes to behavioral and situational outcomes, but that climate can, in fact, be changed to help bring about the behaviors and outcomes desired. Experience shows that schools can alleviate disruptions and other negative events or acts through positive climate setting that encourages commitment and personal responsibility on the part of all members of the school. Researchers have identified characteristics of positive school climates and ways of determining the presence or absence of such climate enhancers in the school environment. The beginning step to improve the educational environment is to assess it. Such information is fundamental to any planning for change that a school would undertake. This bulletin explores ways of assessing school climate.

THE PROBLEM

Youth in the United States spend a significant portion of their days and lives in school environments. Hence, the impact of school climates and the magnitude of that impact upon the emotional, physical, and personality development of an individual is apparent. Students do not function in isolation in the school environment—teachers, administrators, parents, counselors, and others whose daily decisions and roles influence the attitudes and behaviors of students, are also subject to the impact of school climate. Equally important is the fact that all of these individuals independently and collectively help create the climate in which they must function--be it a negative or positive one. Numerous school climate enhancers have been identifed in research studies, which include mutual respect, trust, opportunities for input into decision-making, cohesiveness, good leadership, open channels of communication and feedback, attractive physical surroundings, and the like. When these enhancers are absent or only minimally present in any organization, people may act in negative or destructive ways. Frequently, when this happens in a school setting, one can observe decreased staff and student morale, increased discipline and attendance problems, lower academic performance of students, and growing apathy among students, teachers and administrators.

With these considerations as a backdrop, we are brought to the problem stated as a question: What can schools do to create positive climates for learning and growth?

EA 013 351

Prepared under Grant #79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

THE SOLUTION

A negative school climate can be changed to a positive one and the first step in beginning this process is to assess the current climate. This can be done informally through observation of people and situations, or formally through the use of assessment instruments and procedures. Whichever approach is used, it is important that the following prior conditions be met: (1) The entire staff and student body should be briefed on the problem and, thus, helped to recognize the need for action; (2) The principal must play an assertive leadership role; (3) Priorities of need must be set; (4) Timelines must be established; (5) Skills training in climate assessment must be given to those individuals involved; (6) Students must play an active role in the process; (7) A minimum of 2 days and 1 followup day must be spent in data collection for assessment; and (8) Positive and negative climate variables must be clearly identified.

NOTE: Often schools begin to undertake school improvement projects after the climate problems have reached crisis proportions. It may have taken 1-5 years for a situation to reach that crisis stage. The damage done, understandably, cannot be undone overnight or merely by using assessment instruments, forming committees, or hiring "expert" consultants. Arriving at a solution can be (and often is) a long, painful process in that the remedy to the problem must deal with causes, not symptoms. Participation is critical to the process. In order to develop a sense of shared stake and responsibility for the character and development of the school and its members, it is essential that all school members participate in school decisionmaking as it relates to climate assessment and improvement.

GETTING STARTED: A SCHOOL CLIMATE IMPROVEMENT COMMITTEE (SCIC)

A School Climate Improvement Committee (SCIC) is one organizational vehicle that allows broad based participation in developing goals, strategies, and approaches to assessing and improving the climate of a school. The creation and broad purposes of the SCIC is usually initiated by the principal. The principal invites participation from teachers, students, and parents. Upon convening the first committee meeting the principal works cooperatively with the members to establish the mandate, goals, objectives and agenda of the committee. Development of an action plan is critical to the functioning of the SCIC. The following are suggested activities to include in such an action plan:

- Establish a data and information base of literature and resource materials relevant to the problem.
- Review and discuss the literature insuring that all committee members have a clear and thorough understanding of the problem and its implications.
- Gather practical firsthand information and experience by visiting similar schools which have launched climate improvement projects.
- Publicize the climate improvement project throughout the school, making sure to include students, parents, and relevant community groups in the series of meetings.
- Conduct an audit to identify the climate strengths and weaknesses of the school.

- Share climate audit results with the school and involve teachers, students, and parents in (1) interpreting results; (2) prioritizing climate enhancer needs to be focused on; and (3) brainstorming activities to improve the climate.

- Report brainstorming outcomes schoolwide and solicit volunteers to serve on task forces that would spearhead the development and implementation of those climate enhancer activities given highest priority.

- Convene task forces for planning purposes (NOTE: the task force chairpersons would also serve as members of the SCIC.)

- Along with the principal, approve the activities and strategies developed by the task forces.

In addition to the above, the SCIC would have on-going responsibility for coordinating and supporting the activities of the task force, evaluating and reporting on the overall impact of the school climate improvement activities, and forming additional task forces as necessary to insure representation and input from all constituencies of the school.

SCHOOL CLIMATE IMPROVEMENT A TDR SCHOOL-SERVICE PROGRAM

TDR (Training/Development/Research) trains internal student-staff-parent teams to measure and improve school climate, school discipline, and racial/ethnic (or other inter-group) relations. TDR provides training workshops, materials and ongoing assistance to the school teams over a two-year period, at a per-school cost of $10,000 for year one, and $5,000 for year two. This program is being used successfully by dozens of elementary and secondary schools in Massachusetts, Connecticut, and Rhode Island. A variety of state and federal funds are available to schools for this effort.

STUDENT-STAFF-PARENT IMPROVEMENT PROGRAM

In the TDR program, internal student-staff-parent improvement teams are the initial mechanisms. They survey school members about their concerns, using TDR's validated instruments. The teams develop improvement plans based on the survey findings, and implement their plans with the assistance of other school members. It is essential that these stakeholder groups work together, to avoid or break out of the circular blaming and polarization that we often find. In this endeavor the teams work in concert with the established governing bodies of the school, such as the administration, and the teacher, student and parent associations. The teams supplement and enrich the ongoing operation, not replace it. They and their replacements become permanent renewal groups, to deal with the never-ending parade of problems that confront schools. TDR helps schools to establish this continuing, problem-solving capacity, while working on immediate concerns such as school discipline.

TDR's SERVICES

TDR provides the internal student-staff-parent improvement teams with survey instruments, resource materials, training workshops and ongoing assistance over a two-year period. The six full-day workshops (4 in year one, and 2 in year two) cover:

- Concepts, research and exemplary practice in the areas of school climate, school discipline and racial/ethnic (inter-group) relations.
- How to conduct a survey of the above factors.
- How to interpret the survey results.
- How to develop a school improvement plan based on survey results.
- How to implement, monitor and evaluate the school improvement plan.
- How to institutionalize this problem-solving capacity.

TDR works with a structured approach to what are often vague concepts, such as school climate, school discipline and racial climate. Specifically, the factors that are measured and worked on improving are listed below.

School Climate As It Affects Students and Staff		School Discipline	Racial Climate
• Community	• Expressiveness	• Behaviors Toward People	• Racial Attitudes
• Accessibility & Receptivity	• Goal Direction	• Behaviors Toward The School	• Inter-Racial Behaviors
• Involvement	• Challenge	• Behaviors Toward Self	• Racial Mixing
• Equal Treatment	• Dealing With Problems		• Racial Fairness
• Groupings	• Order		• Staff Support For Integration
• Learning Orientation	• Options		• Security
	• Influence Distribution		• Staff Modeling
			• Multicultural Exposure

Each of these factors is derived from research related to orderly, productive and satisfying schools. For each factor TDR has a validated measurement scale with comparative norms, and a resource book that describes many ways to improve each factor. Each school develops its own unique improvement program by selecting several of these factors, based on need as revealed by its initial survey.

By participating in the formulation and operation of new school governance procedures, students, staff and parents share responsibility for control of the school, thus diminishing their feelings of powerlessness, however derived. By improving school climate an atmosphere that enhances school members' investment in learning and teaching can be maintained. By gearing the curricula and instructional practices to the variety of student interests and abilities in realistic and challenging ways, the "hope of attainment" necessary for self-discipline can be restored for many previously disruptive students.

That schools can make such improvements, even in current times, has been demonstrated. There is no magic involved. It takes time, patience, determination, skill, and engaging, proven step-by-step procedures. The ideal state is never reached; only small, incremental changes that can over time add up to collectively impressive improvements. School discipline, and its companion, hope of attainment, are not completely at the mercy of societal forces. With leadership and nerve, schools can become what one historian has recently called "small communities of competence."

For more information, contact:

Dr. William J. Genova, President
TDR Associates, Inc.
385 Elliot Street
Newton, Massachusetts 02164
(617) 969-0651

REQUIRED RESOURCES

The resources required to develop a school climate assessment program depend entirely on the scope of the project envisioned--and the range of activities proposed. Excellent programs have been developed by students, and teachers, for little or no cost. Other programs, such as the TDR program, require more resources. As in many school programs, the leadership, interest and commitment of many are needed for the program to be successful and useful.

SOURCE DOCUMENTS

The documents in this section provide the reader with examples of school climate assessment instruments and strategies for change. For additional information on each, individuals may contact the resources listed at the end of each document.

The following source documents are exhibited:

Source Document 1: How Positive Is Your School's Climate?

Source Document 2: A Student-Initiated Process for School Climate Improvement.

Source Document 3: School Climate Assessment Kit.

Source Document 4: Analyzing School Climate Factors Source.

Source Document 5: Questionnaires on Teachers' and Administrators' Views of the School's Purposes, Programs and Teaching; and Students' View of the Schools Purposes, Programs and Teaching.

Source Document 6: Bilingual School Morale Attitude Survey.

Source Document 7: School Climate Checklist.

Source Document 1

How Positive Is Your School's Climate?

This brief check-list was designed by Dr. Eugene Howard, of the School Improvement and Leadership Unit, Colorado Department of Education as a tool for assessing climate.

Rate each of the following items in accordance with the following code:

1 = strongly disgree	3 = agree
2 = disagree	4 = strongly agree

If your answers total 60 or more, you believe that your school has a very positive climate.

As compared with other schools which serve pupils similar to our own--

_____1. Our school has comparatively few discipline problems
_____2. Vandalism is not a problem in our school
_____3. Littering of our buildings and grounds is not a problem
_____4. Student attendance in this school is good
_____5. Staff absenteeism is not a problem
_____6. Student morale is high
_____7. Staff morale is high
_____8. Pupils feel a high sense of ownership and pride in this school
_____9. The staff feel a high sense of ownership and pride in this school
____10. People in this school (staff and pupils) trust one another, care about one another, and respect one another
____11. The various social groups among students (cliques) communicate well with one another, respect one another, and work together for the benefit of the school
____12. The various faculty cliques communicate well with one another, respect one another, and work together for the benefit of the school
____13. Our students and staff frequently participate in problem solving and school improvement activities
____14. The threat level in our school is low (i.e., people are not afraid of being treated disrespectfully or unfairly, becoming failures, or being physically harmed)
____15. Our students support the activities of this school (e.g., athletic, social, and cultural events)
____16. Our staff supports the activities of this school
____17. Students feel that what they are learning is important and relevant
____18. The student dropout rate is low
____19. The student failure rate is low
____20. Discussion in the faculty lounge is generally positive.

_____ Total

For more information contact:

Eugene Howard
Director
School Improvement and Leadership Unit
Colorado Department of Education
201 E. Colfox
Denver, CO 80203
Tele.: (303) 893-2212

Source Document 2

A Student-Initiated Process for School Climate Improvement

The following is a student administered questionnaire to survey opinions of fellow students, faculty, administrators and parents. Based on the data collected, students develop a school climate profile. This profile is used to plan for change across a range of climate factors such as involvement, affiliation, teacher support, conflict resolution and personal stress.

STUDENT SURVEY ITEM

Involvement
- I put a lot of energy into what I do at school.
- Very few students take part in classroom discussions or activities.
- I enjoy coming to school most of the time.
- I cut a lot of classes.
- I would transfer to another school if I could.

Relationships
- Often I feel put down by other people here.
- I don't have much chance to get to know other people in this school.
- There is a lot of encouragement and personal support among peoople in this school.
- New students and faculty members are made to feel welcome here.
- Most students are friendly and easy to talk with.

Teacher Support
- I can usually get help from a teacher when I need it.
- Teachers don't really know students as individuals.
- I feel teachers really listen to what I have to say.
- Teachers don't give students much encouragement in their work.
- Teachers often embarrass me in front of the class.

Curriculum
- In classes I'm learning the things I need to know.
- I don't feel very satisfied with my progress in school.
- This school makes students interested in learning.
- School work is boring and uninteresting to me.
- Teachers encourage students to help one another with class activities.

Counseling Services
- If I have a school-related problem, I feel there are ways for me to get this problem solved.
- People at this school seem to take a real interest in my future.
- This school helps me make decisions for myself about alcohol, drugs, sexual concerns.
- Counseling groups are a place I can talk about what's really bothering me.
- I feel uncomfortable going to the counselor for help.

Source Document 2--Continued

School Climate Improvement Plan Based on Student Survey Results

WHAT IS THE PROBLEM?	WHAT ARE WE DOING ABOUT IT?	WHO IS RESPONSIBLE?	WHEN IS IT HAPPENING?	SUCCESS INDICATORS
1. Few students participate in class and many seem to cut a lot of classes. Some aren't challenged. Students can't cope in some classes.				
2. Too many put downs, fighting, name calling, destruction of property.				
3. Students feel teachers embarrass them in class, don't encourage enough, and don't really listen to what they say. Not enough personal contact.				
4. Students feel school doesn't make them interested in their future. Some can't cope in some classes.				
5. Not enough after-school activities.				

WHAT IS THE PROBLEM?	WHAT ARE WE DOING ABOUT IT?	WHO IS RESPONSIBLE?	WHEN IS IT HAPPENING?	SUCCESS INDICATORS
6. What can be done about our school when 88% of the students and 100% of the teachers don't feel good about the way it looks. a. litter b. scuzzy bathrooms c. dirty buildings d. open corridors				
7. Students feel they aren't fairly listened to by teachers or other students when there is a disagreement, or when decisions are made.				

For further information about the student-initiated process, read Something More Than Survival: A Student-Initiated Process For School Climate Improvement. The manual, related materials and technical assistance are available from:

The Center for Human Development
1852 Bonanza Street
Walnut Creek, California 94596

Source Document 3

School Climate Assessment Kit

Dr. Eugene Howard, of the School Improvement and Leadership Unit, Colorado Department of Education, has designed a school climate assessment kit.

The kit includes three sound filmstrips, two mini-audits, and a leader's guide - all the materials needed for a series of staff meetings and related activities aimed at climate improvement. Based on the research of Robert Fox and two decades of work by a group of interested educators, the materials have been tested successfully in several schools.

Filmstrip 1 introduces the concept of school climate and lists eight factors that characterize schools with warm climates. Explaining that a positive climate contributes to both satisfaction and productivity, the filmstrip shows examples of current efforts to improve climate in some schools.

Filmstrip 2 explains eight process determinants (such as effective communication) and three material determinants (such as supportive logistical system) that affect school climate.

Filmstrip 3 illustrates seven program determinants (such as active learning).

At appropriate points, all staff members participate in an assessment of the situation at their school by completing two mini-audits. A representative committee uses the results to prepare a plan which, with approval of the staff, becomes the basis for a schoolwide improvement effort.

Audience: Staff members, parents, and students who wish to analyze and improve the climate of their school. Also appropriate for graduate classes in supervision and administration.

Order from:

Association for Supervision and Curriculum Development
225 North Washington Street
Alexandria, Virginia 22314

Source Document 4

Analyzing School Climate Factors*

To The Administrator:

This activity focuses on examining of values that are held by the administrator. For a principal to be effective as a climate leader, he/she must display congruence between what is believed and what is practiced each day. The plan here is to investigate what are the most valued climate factors, observe indicators which would show the desired climate, have an evaluation and build a plan to better promote the attainment of the valued climate factors.

The Goals and Outcomes of this Activity are:

1. To identify the climate factors you value most.
2. To establish an evaluation system that checks for indications that the positive factors are being reinforced and the negative factors are being extinguished.
3. To develop a growth plan to make positive climate factors part of the school.

Group Size:

This is an analysis of the school climate, thus could include all the staff or a small random group. Through filling out the observation form, a large group could be involved.

Materials Needed:

-- Duplicated forms for all observers.
  Forms: Climate Factors Most Valued
  Climate Factors Least Valued
-- School Climate Factor Sheet

Procedure:

1. Complete "School Climate Factors" sheet.
2. Identify the five climate factors most valued and list.
3. Identify the five climate factors least valued and list.
4. List two or three school climate indicators for each of the most valued and least valued. Brain-storm with a group of people to get several ideas under each factor.

*From: School and Self Assessment Processes: A Guidebook for School Administrators
CADRE Publications Center
College of Education
600 S. College
University of Tulsa, OK 74104

Example:

Climate Factor	School Climate Indicators
Open Communications	- A staff with various teaching styles. - Staff members feel they can talk with the administrator freely and openly on any school matter.
Subject Centered	- Teachers' only concern is that the students are getting the academic materials. - Covering the book or staying up with the curriculum guide is most important.

5. Observe behavior in the school to see if school climate indicator exists in the school. Fill in chart with specific examples.
6. Analyze the observations and determine where more emphasis is needed on the most valued climate factors and where work needs to be done to eliminate more of the climate factors least valued.
7. Debrief:
   -- What can you do to insure that the climate factors most valued will be a more important part of your school?
   -- What can you do to insure that the climate factors least valued will be eliminated?
   -- What are the climate factors both positive and negative that are so important that immediate action, without compromise, must be taken?
8. Build a growth plan including the results of the observations with strategies to improve and methods to evaluate with your progress. (Refer to Self Performance Achievement Record (SPAR) -- see Bibliography.

Optional Activities:

-- Modify the check list to classroom climate and use with teachers to see if they are promoting what they feel they are.
-- Have a team observe for climate factor indicators and summarize their observations.
-- Involve staff members in deciding what should be changed based on the results of observations.

Risk Involved:

This is a low risk activity if it is completed only by the principal. The more people it involves, the higher the risk because action will be expected.

Skills Needed:

-- Objective observation.
-- Understanding of accountability planning.

Source Document 5

Questionnaires on Teachers' and Administrators' Views of the Schools' Purposes, Programs and Teaching and Students' Views of the Schools Purposes Programs and Teaching

Developed by the Educational Testing Service (1977), these questionnaires are designed to identify attitudes and views of parents, students, administrators and teachers about a wide range of topics including: teaching methods; school's purposes; programs and teaching; personal relations; and pupil concerns. Questionnaires are given anonymously and take about 40 minutes to complete. Space is provided for schools to ask from one to 15 local-option questions.

For more information contact:

Educational Testing Service
Secondary School Research Program
Rosedale Road
Princeton, New Jersey 08540

Source Document 6

Bilingual School Morale Attitude Survey

Often, input of younger students is not solicited, thereby depriving the school of valuable information. Short, informal, easily administered questionnaires can help identify problem areas before they become crises. Dade County, Florida Public Schools developed Sample Survey forms in English and Spanish for primary and elementary age children. Responses are elicited by words and pictures and answers are given by children by either circling pictures or words. All results are tallied by computer analysis.

For more information, contact:

Dade County, Florida Public Schools
1410 Second Avenue N.E.
Miami, Florida 33132

NAME (PRINT) LAST FIRST MIDDLE D SCHOOL GRADE SECTION PUPIL I.D. NO. DATE OF BIRTH

PRINT YOUR NAME IN THE BOXES PROVIDED. THEN BLACKEN THE LETTER CIRCLE BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

LAST NAME	FIRST NAME	MI

STUDENT I.D. NUMBER

SCHOOL

GR

DADE COUNTY PUBLIC SCHOOLS
ELEMENTARY FORM (Grades 4 - 6)
SCHOOL MORALE ATTITUDE SURVEY

DIRECTIONS:

This is not a test. This booklet lists a series of statements about your school. Read each statement carefully and decide whether your agree or disgree with the statement. If you agree, blacken the space under the letter "a" on your answer sheet for that statement. If you disagree, blacken the space under the letter "d" on your answer sheet for that statement. Please, answer every question.

This is part of a project being done in many different schools in the county. No one at your school will see your answers. They will be scored elsewhere, so answer as honestly as you can. You will probably find that you generally agree with some of the statements and generally disagree with others. Do not answer as you think you should, but the way you really feel.

Thank you.

	a	d
1. Students can do wrong things and never get in trouble.	a	d
2. Often I'm afraid that I'll do something wrong at school.	a	d
3. I am very proud of my school.	a	d
4. I am lucky that I get to come to this school.	a	d
5. If this school had more rules, I'd like it better.	a	d
6. I would tell a new student that this is a good school.	a	d
7. I'd rather go to this school than another one.	a	d
8. No one seems to understand me at school.	a	d
9. I think I am as smart as the other students in my grade.	a	d
10. Drugs are not a major problem at our school.	a	d
11. This school has too many rules.	a	d
12. Most of the students here aren't very interested in team sports.	a	d
13. Sometimes we see films and filmstrips at this school.	a	d
14. There are enough materials and supplies for most of my classes.	a	d
15. School has not helped me learn about many new things.	a	d
16. We do not have enough reading, writing and arithmetic each day.	a	d
17. I can usually do my homework without any help.	a	d
18. My school books are in terrible condition.	a	d
19. In my class I don't do anything that interests me.	a	d
20. When my teacher is not around, I know how to study.	a	d
21. I deserve the grades I get on my papers and report card.	a	d
22. Most of the time I feel I understand my school work.	a	d
23. The people at this school make me feel like they want me to learn.	a	d
24. There is too much noise in the classroom for me to learn.	a	d

NOMBRE _____ APELLIDO _____ NOMBRE _____ INICIAL _____ D _____ ESCUELA _____ GRADO _____ SECCIÓN _____ NÚMERO ESTUDIANTE _____ FECHA DE NACIMIENTO _____

ESCRIBE SU NOMBRE EN LOS CUADROS PROVEIDOS. ENTONCES, ENNEGRECE EL CIRCULO DEBAJO QUE CORRESPONDE A CADA LETRA DE SU NOMBRE.

APELLIDO PATERNO	NOMBRE	I

NÚMERO IDENTIFICACIÓN ESTUDIANTE	ESCUELA	GR

DADE COUNTY PUBLIC SCHOOLS
FORMA ELEMENTAL (GRADOS 4 - 6)
ESCUELA SURVEY DE ACTITUDES MORALES

INSTRUCCIONES:

Este documento no es un examen. En el mismo se presentan para su consideración una serie de conceptos con respecto a su escuela. Léalo cuidadosamente y decida si está de acuerdo o no con tales criterios. Si Ud. está de acuerdo con las preguntas, llene los espacios bajo la letra "a" en la hoja que corresponde a las respuestas. Si Ud. está en desacuerdo con las preguntas, llene los espacios bajo la letra "d" en la hoja de las respuestas. Por favor, responda a cada una de las preguntas.

Este survey es parte de un proyecto que se está llevando a efecto en varias escuelas del Condado. Siéntase completamente libre al responder a las preguntas del cuestionario. Ninguna persona de esa escuela tendrá acceso a las respuestas que Ud. dé a estas preguntas. Las respuestas se recogerán y serán leídas en otro lugar; responde tan honestamente como pueda.

Encontrará que a veces estará de acuerdo con algunos de los conceptos y otras veces estará en desacuerdo con algunos de ellos. Conteste de la manera que sienta y no de la manera que piense sea la correcta.

Muchas gracias.

	a	d
1. Algunos estudiantes pueden hacer cosas mal hechas y nunca tienen problemas.	ⓐ	ⓓ
2. A menudo me siento como si estuviera haciendo algo malo en esta escuela.	ⓐ	ⓓ
3. Yo estoy muy orgulloso de mi escuela.	ⓐ	ⓓ
4. Yo tengo la suerte de que he podido venir a esta escuela.	ⓐ	ⓓ
5. Si esta escuela tuviera algunos clubes, sería mucho mejor.	ⓐ	ⓓ
6. Yo le diría a un estudiante nuevo que ésta es una buena escuela.	ⓐ	ⓓ
7. Mejor vengo a esta escuela que a cualquier otra.	ⓐ	ⓓ
8. Nadie me entiende en esta escuela.	ⓐ	ⓓ
9. Yo pienso que soy tan inteligente como otros estudiantes en mi grado.	ⓐ	ⓓ
10. Las drogas no son el mayor problema de nuestra escuela.	ⓐ	ⓓ
11. Esta escuela tiene muchas regulaciones.	ⓐ	ⓓ
12. La mayoría de los estudiantes aquí no están interesados en jugar en equipos deportivos.	ⓐ	ⓓ
13. Algunas veces, en esta escuela nosotros vemos películas y reportajes fílmicos.	ⓐ	ⓓ
14. Hay suficientes materiales y equipos para ser usados en muchas de mis clases.	ⓐ	ⓓ
15. La escuela no me ha ayudado a aprender muchas cosas nuevas.	ⓐ	ⓓ
16. Nosotros no tenemos suficiente práctica de lectura, escritura y aritmética todos los días.	ⓐ	ⓓ
17. Casi siempre yo puedo hacer mis tareas sin ayuda de nadie.	ⓐ	ⓓ
18. Mis libros de texto están en muy malas condiciones.	ⓐ	ⓓ
19. En mi clase yo no hago nada que sea de interés para mí.	ⓐ	ⓓ
20. Cuando mi maestro no está alrededor, yo sé como estudiar.	ⓐ	ⓓ
21. Yo merezco las calificaciones que obtengo en mis papeles y en el reporte de las notas.	ⓐ	ⓓ
22. La mayoría de las veces yo entiendo mis tareas.	ⓐ	ⓓ
23. La gente de esta escuela quieren que yo aprenda.	ⓐ	ⓓ
24. Hay mucha bulla en el aula para yo aprender.	ⓐ	ⓓ

CONTINUE EN EL REVERSO DE ESTA PAGINA →

NCS Trans-Optic F6015-54321

NAME (PRINT) LAST FIRST MIDDLE ID SCHOOL GRADE SECTION PUPIL I.D. NO DATE OF BIRTH

PRINT YOUR NAME IN THE BOXES PROVIDED THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME

LAST NAME	FIRST NAME	MI

STUDENT I.D. NUMBER	SCHOOL	GR

DADE COUNTY PUBLIC SCHOOLS
PRIMARY FORM
SCHOOL MORALE ATTITUDE SURVEY

EXAMPLES:

	YES	NO
A. ICE CREAM TASTES BETTER THAN SALT.	●	○
B. THE MIAMI DOLPHINS IS NOT THE BEST FOOTBALL TEAM.	○	○
C. T.V. IS MORE FUN THAN READING.	○	○

LISTEN TO TEACHER'S INSTRUCTIONS

	YES	NO
1. I LIKE SCHOOL.	○	○
2. SCHOOL MAKES ME WANT TO BE NICE.	○	○
3. THE SCHOOL DAY IS TOO LONG.	○	○
4. I KEEP MY SCHOOL CLEAN AND NEAT.	○	○
5. MY SCHOOL IS DULL AND UGLY.	○	○
6. I CAN MAKE MY SCHOOL A GREAT PLACE TO BE.	○	○

NCS Trans-Optic F8016-64321

NOMBRE _____ APELLIDO _____ NOMBRE _____ INICIAL _____ D _____ ESCUELA _____ GRADO _____ SECCION _____ NUMERO DE ESTUDIANTE _____

ESCRIBE TU NOMBRE EN LOS CUADROS PROVEIDOS. ENTONCES, ENNEGRECE EL CIRCULO QUE CORRESPONDE A CADA LETRA DE TU NOMBRE.

APELLIDO PATERNO	NOMBRE	I

NUMERO DE IDENTIFICACION DEL ESTUDIANTE	ESCUELA	G R

DADE COUNTY PUBLIC SCHOOLS
PRIMARY FORM
SCHOOL MORALE ATTITUDE SURVEY
ESCUCHEN LAS INSTRUCCIONES DEL MAESTRO

EJEMPLOS:

	SI	NO
A. LOS HELADOS SABEN MEJOR QUE LA SAL.		
B. EL MIAMI DOLPHINS NO ES EL MEJOR EQUIPO DE FOOTBALL.		
C. LA TELEVISION ES MAS DIVERTIDA QUE LA LECTURA.		

	SI	NO
1. ME GUSTA LA ESCUELA.		
2. LA ESCUELA ME HACE SER AMABLE.		
3. EL DIA ESCOLAR ES MUY LARGO.		
4. YO MANTENGO MI ESCUELA LIMPIA Y ORDENADA.		
5. MI ESCUELA ES ABURRIDA Y FEA.		
6. YO PUEDO HACER QUE MI ESCUELA SEA UN LUGAR AGRADABLE.		

MIS-22123 (08-78)

CONTINUE EN EL REVERSO DE ESTA PAGINA →

Source Document 7

As part of its training module on assessing school climate, the National School Resource Network has developed the following school climate checklist and climate change training activity to be used by students, teachers and administrators.

School Climate Checklist

There are several school climate checklists. The following questions are based on five of them: CFK - Ltd.'s "School Climate Profile"; Rensis Likert Associates: "The Profile of a School"; Dade County Public Schools' "School Morale Attitude Survey"; Racine Wisconsin, Unified School District's "School Environment, Staff and School/Community"; and Dr. James Garbarino's checklist. This checklist is only a sampling of these questionnaires, all of which are quite long.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Worksheet I-D 3.1.3

Participant Worksheet

Instructions: Answer each question as you see your school. Check the space that indicates your perception of the situation: Almost Never--Rarely--Occasionally--Frequently--Almost Always.

	Almost Never	Rarely	Occa-sionally	Frequently	Almost Always
I. General Factors					
A. I'm proud to be a part of my school. (3)					
B. Students feel that teachers are "on their side." (1)					
C. Even slow students feel enthusiastic about learning. (5)					
D. Administrators listen to faculty and student ideas. (2)					
E. My school shows good school spirit. (5)					
F. I can count on other teachers to help me when I need it. (1)					
G. I can count on students to help me when I need it. (5)					
II. Program Determinants					
A. Students feel free to talk to teachers about school matters. (2)					
B. Students can choose among curricular and extra-curricular activities. (1)					

	Almost Never	Rarely	Occa-sionally	Frequently	Almost Always
C. Racial and ethnic minorities are treated with respect and their cultural needs taken into consideration. (4)					
D. Students get away with antisocial behavior. (3)					
E. Students are praised for good citizenship. (5)					
III. Process Determinants					
A. Problems are recognized and dealt with rather than being swept under the carpet. (1)					
B. My school is open to community suggestions and involvement. (1)					
C. When we have conflicts in my school the result is constructive not destructive. (1)					
D. Students stick together against teachers. (5)					
E. Each clique or group of students ignores the others. (4)					
F. New ideas about the program are welcomed by the administration and other teachers. (1)					
IV. Material Determinants					
A. Books and other materials are in ample supply and are in good condition. (1)					
B. Teachers are paid well compared with other communities. (1)					
C. My school is kept clean. (1)					

	Almost Never	Rarely	Occa-sionally	Frequently	Almost Always
D. There are adequate facilities for teachers and students to use during recess or free time. (5)					
E. There are too many people for everyone to get to know each other and have a chance to participate in school activities. (5)					

Numbers next to items indicate source from which they were adapted.

1. CFK, Ltd., in School Climate Improvement: A Challenge to the Administrator, by Robert S. Fox et at. Bloomington, Indiana: Phi Delta Kappa (paperback), 1974. 141 pp., $3.00.

2. Rensis Likert Associates, from The Profile of a School: A Resource for Improving School Administration. Ann Arbor, Michigan, 1977.

3. Dade County Public Schools, School Morale Attitude Survey, Dade County, Florida, 1978.

4. Racine Unified School District, School Environment, Staff and School/ Community, Racine, Wisconsin, 1977.

5. Dr. James Garbarino, Boys' Town, Nebraska.

RESOURCES
(In Addition to Those Mentioned In The Text)

1. Dr. Bill Maynard
   309 West Lee
   Seattle, WA 98119
   (206) 285-6638

2. [illegible] James Hugh
   1901 W. Briarwood Avenue
   Littleton, CO 80120
   (303) 794-0851

3. Barbara Case
   4549 E. 39 Street
   Tulsa, OK 74135
   (918) 622-6087

4. "The Profile of A School"
   Rensis Likert Associates, Inc.
   630 City Center Building
   Ann Arbor, Michigan 48104

The following publications are available from:

CADRE Publications Center
College of Education
600 S. College
University of Tulsa, OK 74104

1) SCHOOL CLIMATE IMPROVEMENT
   Robert Fox and Others $4.50
   Focuses on improving the quality of school life for those involved. Emphasizes the administrator's role as a climate leader. Provides a school climate evaluation instrument.

2) SCHOOL CLIMATE: EVALUATION AND IMPLEMENTATION (An Anthology)
   Bruce Howell and Bill Grahlman $5.50
   A 114 page anthology prepared by the authors that provides the reader contemporary information about evaluating climate and implementing appropriate activities to improve it.

3) TWO ADAPTATIONS: THE CFK, LTD SCHOOL CLIMATE PROFILE
   Edward Brainard $2.75
   Modifications of the original school climate evaluative instrument developed by Mounds View, Minnesota and Seattle, Washington.

4) SCHOOL DISTRICT CLIMATE IMPROVEMENT
   Thomas Shaheen and W. Roberts Pedrick $4.50
   Describes how to provide leadership for developing lasting and significant improvements in school district climate. This publication also reviews reasons why the school districts climate is crucial to its success.

5) SCHOOL AND SELF ASSESSMENT
   Gerald Prince $3.25
   A guidebook for administrators defining the procedure for assessing needs for school and climate improvement projects.

6) HOW SCHOOL ADMINISTRATORS MAKE THINGS HAPPEN
   Eugene Howard and Edward Brainard $16.50
   A series of descriptions and case studies of administrator renewal, climate improvement and the change process.

Price of Book Includes Postage and Handling